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ATTENDANCE AT SCHOOL.

The Eleventh Annual Report of the Board of Education was communicated to the Legislature, early in January last. In the Report of the Secretary of the Board, the practicability and the unspeakable benefits of bringing all the children of the community within the transforming influences of good schools, were dwelt upon at length. It was proposed, in the first place, that good schools should be provided, in quality and number, sufficient for all the children; and, in the second place, that, in regard to all children whose parents should be found really unable to spare them from labor, or to furnish them with school books, or with decent clothes, the public should make up the loss of labor, and should supply the books and the clothes, at its own expense. The object of this was, to take away all excuse from all parents, for keeping their children from school.

This ample provision being made, it was taken for granted that the number of parents would be exceedingly small, who would wilfully and wantonly keep their children from school. Yet, history and experience did not authorize the supposition, that there would be no parents, who would not be willing to rear their children as pests and nuisances in the community, and at the age of twenty-one,— perhaps much earlier than this,— to turn them out to be marauders upon society, to destroy or pillage its property, to molest its peace, to threaten, and perhaps to sacrifice, the life of its members. What should be done with these unnatural cases?

In regard to this small number of cases, compulsory measures were suggested. The argument that society has a right to use preventive measures, as well as retributive ones, to save itself from a domestic, as well as from a foreign destroyer, was set forth. The case was brought within the sententious maxim of Macauley, that the "right to hang includes the right to educate."

The Report was occupied with a discussion of principles, and did not enter minutely into details. Shortly after it was

written, the Mayor of the city of Boston, the Honorable Josiah Quincy, Jr., in his inaugural address, set forth, in clear and unequivocal terms, the right of society to anticipate the evils of juvenile ignorance and vice, and to prevent them by a compulsory attendance upon school. The following is his language :

“ I hold that the State has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it should surely have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards. Hundreds of children of both sexes, are daily kept from school to support their parents, often in idleness and drunkenness, by pilfering about our wharves, or by some other profitable form of vice, and are regularly educated for the brothel and the dram-shop, for the poor-house and the jail. Their position calls loudly for public and individual exertion, and I recommend that application be made to the Legislature for such power as shall enable the city to be in *loco parentis* to such children, and that some asylum be provided, where such as are morally too weak to be at large, may receive the peculiar training that their habits and associations may make necessary.”

In accordance with the Mayor’s suggestion, a committee of the city government was raised, to see what measures could be devised to secure the object proposed. As chairman of the committee, the Mayor addressed a letter of inquiry to the Editor of this Journal, requesting him to communicate some plan, which, without arousing the opposition of parents or of the community, should secure the great object of a regular attendance of children,—especially of vagrant and abandoned children,—upon the city schools. The following letter was written in reply to that inquiry. As the subject of the letter is closely related to the Eleventh Annual Report, it is deemed proper to insert it in the Journal.—ED.

WEST NEWTON, January 31st., 1848.  
*Honorable Josiah Quincy, Jr., Mayor of Boston, &c.:*

MY DEAR SIR,—Until this evening, I have not had a moment’s leisure for replying to your note of inquiry, received two or three days since.

You ask, By what means absentee children can be brought into the city schools? Few subjects possess a deeper interest and importance than this. Every day of the present life of a vagrant and untrained or mistrained child is a threat against the welfare of the city, ere long to be executed. It is like so many torches or bludgeons pointed at you, out of the future.

It was a noticeable fact, that almost simultaneously, about

the beginning of the present year, the necessity of more efficient measures in favor of school attendance was announced from various different and unconnected sources. Gov. Briggs referred to it distinctly, in his annual address to the Legislature. It was one of the most pointed and prominent topics in your inaugural. A Minister at Large in the city of Providence, speaks of it, almost as a necessity, growing out of the condition of the children who belong to the families he visits; and the result of many years' reflection and observation constrained me to devote a considerable part of my Report to the Board of Education on the same subject.

These accordant and simultaneous views, emanating from different sources without previous understanding or concert, prove that men's minds are forcibly turned in this direction,—especially the minds of those whose duties place them in a position to survey this department of the public interest. An imminent public danger is foreseen, and men's thoughts are turned towards remedial measures.

But what is the remedy? Let me consider the case of Boston; for if the evil can be grappled with in this city, the difficulties presented by any other place in the state may be laughed at.

I will not spend a moment's time in delineating the evil,—exaggerated it can hardly be. If any sane man disbelieves or doubts its existence, let him attend a few sessions of the Police Courts; or, dismissing business and pleasure from his mind, let him walk through certain quarters of the city, and see the *promising* youth whom the streets exhibit for his inspection. He will go home a sadder, but a wiser man.

But for the remedy. My first idea is, that measures of a persuasive and expostulatory character should be forthwith adopted, and plied most urgently. Encouragements, rewards, bounties even, are far more efficacious, in themselves, than threats and penal inflictions. As a general rule, they are not only more powerful for a present emergency, but they leave the mind of their object in a far better state to be beneficially acted upon afterwards. Hence my reformatory measures would disconnect themselves, as far as possible, from the police. For certain purposes, a city police is inevitable and invaluable; but every body knows that the very name suggests the idea of crime, punishment, disgrace. I would keep aloof from this whole group of associations. Every thing pertaining to the new reformatory agent,—its name, its functions, its professed object,—should be attractive, not repulsive. It should excite the idea of friends, and not of enemies; of good to be obtained, and not of evil to be escaped from; of advantage, and not of loss; of pleasure, and not of pain.

For such a place as Boston, a Commission might be appointed, to consist of three or five persons, more or less, as experi-

ence should prove to be necessary. The whole aspect of this Commission,—its name, its duties, its modes of operation,—should be of a paternal character; nay, *maternal* would not be too loving a word to express the idea I mean. It should be composed of men of the highest moral worth, of sound discretion, and of a philanthropy which will be an antidote against too much sleep, and which, even while it sleeps, will dream of making men better. They should be adequately but not extravagantly paid. *I should not expect men to be paid for this class of services, as they are paid for looking after stocks, because here, nothing but souls are to be cared for,* A tenth part as much as a play-actor or a ballet-dancer receives, would show a decided advance in civilization. I would arm this Commission with no compulsory or punitive authority. It should stand to the less fortunate classes of our fellow-citizens, or rather of our fellow beings, (for this is the broader appellation,) in the same kindly and beneficent relation, as do the Ministers at Large, or the visitors of the poor. Its members should be called and known, both legally and familiarly, by some such name as the "Friends of Children," the "Guardians of Youth," or "The Howard Men." The better tact of others may suggest a more apposite name. They should be *Howards on pay*, if that be not a thing impossible. I would exclude from their title not only the idea of *crime*, but of *poverty*, so that no unwelcome feeling, no *chill* even, may come between them and the hearts of their objects.

One of the first duties of these benefactors—by whatever name they may be known—would be to prepare a list of all the children in the city who ought to be in the public schools. A comparison of this list with the school registers, would at once mark out and define their field of labor.

Now, the parents of the absentee children are to be visited, and their various reasons for keeping their children from school met and overcome,—some in one way and some in another, according to the form they take.

One large class of cases can be met by persuasion and argument. There are many minds where the duties and blessings of education lie obscured by prejudice, or wholly eclipsed by ignorance. Education is not sought, because it is not perceived to have a value. Its connection with future respectability and prosperity is not discerned; and yet there is no incapacity to perceive it, were it vividly set forth. With such, an appeal to reason, to conscience, and to parental affection, will work the cure.

Some will allege that they are too poor to supply their children with books. Where this excuse is valid, let the books be supplied at the public expense. This is required by our present laws; and a non-compliance with the law is a great neglect of duty. If there is any danger that the book will be se-

questered at the child's home, let it be retained by his teacher at the school.

In another class of cases, mothers will say, they want their older children at home, to watch the younger ones, while they themselves go abroad for the day to work. Some will say that the little boy or girl sells matches, or apples, or confectionary, and earns a shilling; or goes abroad to pick up wood for her fire, (and who does not know what this often means and to what it leads?) and that, therefore, their services cannot be dispensed with.

Where such pleas are true, let them be allowed; and let these visitors or the overseers of the poor, furnish an equivalent in out-door relief. All money so expended will be like seed sown upon good ground; and, in the way of prevention, will produce, some thirty, some sixty, and some a hundred fold.

Still another class of children may have no suitable or decent clothes. For such, let clothes, cheap and clean, be furnished. They will prove a protection to moral nakedness and exposure, as well as to physical.

If in any of these cases the parents prove dishonest, and purloin books, clothes, &c., another rule will apply to them, which I proceed to consider.

Where parents are notoriously vicious, where they peculate upon the bounty of the city furnished to their children, or where they prove themselves, in any way, wholly unworthy to sustain the relation of parents, and steadfastly resist being reclaimed, I trust there is no one in the community who would lift up his voice against some ulterior measures. If our present laws against vagrancy would not embrace all these cases, I believe they would nearly all, and would therefore need but a slight extension. I believe the cases requiring a forcible interference would be few, even at first, and, if judiciously managed, would soon be reduced almost to nothing.

With these coercive measures, however, the Board of Guardians should have nothing directly to do. When a case comes to this extremity, let it be referred to the police. Let the criminal courts do all the punishing, and these men all the loving.

I have sometimes thought it might be well for the School Committee to offer rewards, for what, *under all the circumstances*, should be considered the highest average attendance at their schools. We know that great differences, in this respect do exist in the city schools, and these differences depend not more upon the character of the population, than upon the fidelity of the teachers.

It may be necessary, also, to provide an asylum for poor children,—I would rather call it a retreat. I believe the new building of the state prison, at Charlestown, cost about a hundred thousand dollars. Had provision been made, half a century ago, for destitute, abandoned, vagrant children, would not

the state have made a handsome speculation! Can we not look to the end of the next half century? Or have we eyes in the back of the head only?

These, my dear sir, are a few of the considerations which have often occurred to my mind. I most devoutly hope that measures, such as are here suggested, or better ones, will be adopted,—and that one of the noblest cities in the world will be rescued from its impending dangers. Boston prides itself upon being an intelligent city. Every intelligent being sees that he has as great an interest in the future as in the present, because the future will soon be present, and seeing this, he acts accordingly.

Very truly and sincerely, yours, &c.

HORACE MANN.

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THE PROPOSED SUBSTITUTION OF SECTARIAN FOR PUBLIC SCHOOLS.

(Concluded from page 169.)

“IV. The preceding course of argument fully evinces the duty of good citizens to sustain the common schools rather than introduce the church schools, provided the varieties of religious belief in our communities do not render any safe and valuable system of instruction in the former impracticable.

“This brings us to the great, and, so far as appears, the only objection to the common school system,—the religious objection. ‘If, (say many,) we must give up the teaching of our religious doctrines in common schools, then give us parochial schools. Deliver us from an irreligious education for the young.’ We have no doubt that some good and able men, not illiberal, or especially given to sectarianism, have, by such views and feelings, been led to look with favor on the church school movement. Our own state of mind was for a time such that we are enabled to appreciate their views and feelings. And if it had not been, their character and general aims would preclude us from speaking of them otherwise than with respect and affection. We feel entire confidence, however, that a full investigation of the subject, a fair consideration of the views which have convinced us, will remove their anxieties concerning the common school system, and confirm them in its support.

“To this objection we would give such consideration as the character of those who indulge it, and its relations to our subject require. And we express, at the outset, our strong conviction that, while many *theoretical* difficulties may easily be called up and set in array; yet, if the several religious denominations will act with an enlightened public spirit, with an earnest desire for the promotion of the common weal by general education, and with the exercise of even a moderate degree of can-

dor, liberality, and courtesy, toward each other, the *practical* difficulties will be found very few and small.

" We begin by admitting in full, if necessary we will contend for, the principle, that, in common schools, schools under state and civil patronage, all religious denominations should stand on the same footing, should receive impartial treatment, and should all be protected from the invasion of their religious peculiarities. The opposite principle which has been so extensively adopted in the discussion of this subject, that in this country the state or civil power is Christian and Protestant, and therefore that schools sustained and directed in part thereby are Christian and Protestant, and that whoever attends them has no right to object to a rule requiring all to study Christian and Protestant books and doctrines, we wholly disbelieve and deny. The state, the civil power in whatever form in this country, is no more Protestant, or Christian, than it is Jewish or Mohammedan. It is of no religion whatever. It is simply political, interposing, or having the right to interpose, in matters of religion, only by protecting its citizens in the free exercise of their religion, whatever it be ; of course, excepting such violations of civil rights, or civil morality, as any may commit under pretence, or a fanatical sense, of religion. If a company of Mohammedans should take up their residence in one of our New England towns, they would be entitled freely to build their mosque, and to exercise their worship therein ; and entitled, also, as citizens, should they become citizens, to participate in the privileges of the common schools, on the same ground with others, — entitled to the same consideration of their religious peculiarities, either by having a separate school or otherwise, which the peculiarities of other religious denominations receive. Such is the principle of our political institutions on this subject. And such it ought to be. This only is in accordance with that entire religious liberty which is recognized by the constitution of the United States. This only fully guarantees the rights of conscience, and the free, unconstrained exercise of private judgment in sacred things. This best promotes the general interests, religious as well as civil and social. And this alone accords with the *nature of true religion* ; which is not and can not be exercised by a corporation or state as such, but only by individuals, acting in their several spheres, public and private, — is not, and cannot be a corporation or state affair, but an affair of the individual soul, between that soul on the one hand and God and men on the other. According to all just ideas of religion, a state religion is an absurdity, a self-contradiction.

" Let us not be misunderstood. A majority of the people of this country are undoubtedly Christian and Protestant. And therefore, the country is properly called Christian and Protestant. Moreover, they who are chosen to enact and execute our

laws are bound, under their responsibility as individual men, to be Christians, and to act in all their public duties each under the influence of Christian principle. This truth can not be too thoroughly enforced and felt. But the state, as a state, is simply political ; — is of no religious denomination, or religion, whatever, any more than a bank or an insurance company ; — is such as to forbid the holding of its offices, and the performance of its duties, no more by infidels, Mohammedans, Jews, or Roman Catholics, than by Christians and Protestants. It is, and ought to be, such that all political privileges and all civil advantages afforded thereby, are accessible and available to all alike of whatever religion. The sooner Christians, generally understand and acknowledge this truth, the better,—the better for their own satisfaction, comfort and hope, and the better for their influence on the general interests." \* \* \*

" We fully admit, and if necessary, would strenuously contend, that, of a complete education, the religious instruction and influence is an essential part, and far the most important part ; and that it should be given in all the periods of a child's life. Any educational instruction, therefore, which assumes for any considerable period, the *whole* education and training of a child or youth, like Girard College, or Dr. Arnold's Rugby School, or the many family schools in this country for boys or misses ; and yet gives no religious instruction and training, is justly said to give an irreligious and godless education. But to say the same of a *day-school* which gives only secular instruction,—instruction that does not discredit or interfere with, but prepares the way for and indirectly aids, religion, during only four or six hours in the day, avowedly leaving religious instruction to other and better teachers, is palpably illogical and unfair. What would be thought of a general application of such logic ? A boy, who lives in his father's family, is employed six hours a day in a mechanic's manufactory, or in a merchant's store, or in a bank, but he receives, during those hours, no direct doctrinal or theological teaching ; therefore, that employment is irreligious, and the manufactory, the store and the bank are atheistic ! A young man attends a course of chemical lectures, but in those lectures hears no theological or biblical teaching ; therefore, his chemical instruction is irreligious, and the chemical lectures are atheistic ! A young man becomes a member of a medical school, or a law school, but he hears from the professors of medicine or law no theological instruction ; therefore, the medical school or the law school is irreligious and atheistic ! Plainly, in education, as well as in other things, there must be,—certainly there *may* be,—a division of labor ; and secular teaching may be the exclusive department,—it must be the chief department,—of the day-school ; while religious teaching is provided in other and better ways. And religious teaching may be none the less religious,

because it is not given by the individual who teaches reading, writing and arithmetic, ; and the teaching in the department of reading, writing and arithmetic, should not be accounted irreligious and atheistic because it is not conjoined or combined with theological teaching.

"Very little jealousy has been encountered with regard to religious influence in the common schools of New England. Almost uniformly, in the country towns, the ministers of the different denominations are the prominent members of the school committee and board of visitors; and they usually find no difficulty, when on their visits, in communicating whatever religious instruction, and in using whatever religious influence, their judgment approves.

" If there should be districts, as probably there would be a few, in which the members of different religious denominations, not satisfied with the teaching of the common Christianity, should insist on the teaching of their distinctive doctrines, even so let it be. Let each scholar read or study his own Bible, and his own catechism. The pupils might, if it should be thought most convenient and wise, when the time for religious instruction arrived, be classified for this purpose,—the Roman Catholics, with their Douay or Catholic version of the Bible, and catechism, in one class ; the Episcopalians, with their Church of England catechism, in another ; the Presbyterians, or Congregationalists, with their catechisms, in another ; and the Methodists and Baptists, with their doctrinal manuals, each in another ; and if there should be other varieties, let them be classed accordingly. We think the working of this would be admirable. It would be a spectacle of unity in diversity, very pleasant to see. It would form an early habit of agreeing to disagree, and of respecting each the religious peculiarities and associations of the other, which, without danger, would tend greatly to charity and harmony in after life. We know this is practicable ; for we have seen it practised for many years in a select school. We well recollect, that in our early days we attended, for many years, an excellent private school, in which, ~~every~~ Saturday forenoon, we received religious instruction on ~~this elective~~ affinity principle. We studied and recited our Westminster Catechism side by side with another who studied and recited the Church Catechism. And we well remember our boyish pleasure in having so much the longest lesson.

"The day-school is, indeed, a powerful auxiliary to religion, in the way of preparation. It teaches elementary knowledge, and gives the power of studying the Bible and other religious books. It disciplines the intellectual faculties. It disciplines the will, and the moral feelings. By a proper government, it teaches and necessitates subordination to superiors, subjugation of self-will and self-indulgence, regard for truth, control of

temper, industrious, patient and persevering application, and that reverence for the Deity and sacred things, and those universal principles of morals, in which all agree. In a word, the daily discipline of a school, and the incidental moral teaching it implies, work right principles into the minds of the pupils, and that in the permanent form of habits. So that the day-school is an important preparative and aid, to religious teaching. But its direct religious or doctrinal instruction, when attempted, is of very little value, if it is not, as we think it is on the whole, worse than nothing. Of course there are manifest and decided exceptions,—in the case of teachers of peculiar piety, and competency for religious instruction. But this does not invalidate the general truth ; which is attested by enlightened observation,—the observation of those acquainted with private schools in which religious instruction is attempted, (for, as we have said, there has been almost none in our public schools,) and by the observation of those who have been familiar with the national schools of Great Britain, where somewhat thorough religious teaching is required. Some testimony of this latter kind we will adduce.

“The Hon. and Rev. Baptist W. Noel, whom our readers know as an able and evangelical clergyman of the church of England, in a report, which, as an inspector of schools, he addressed to the Committee of Council on Education, after having spent two months in visiting 195 schools, writes thus—we have room for only a short extract.—‘ But it was in their understanding of the Scriptures, daily read, that I regretted to find the most advanced children of the national schools so extremely defective. Not only were they often ignorant of the principal facts recorded in the Bible, but they could not answer even the simplest questions upon the chapters which they had most recently read. Nor was their religious ignorance lessened by their knowledge of the catechism. I several times examined the first class upon a portion of the catechism, and I never once found them to comprehend it. \* \* \* Both in reading the Scriptures to the monitors, and in repeating the catechism, the children showed a marked inattention and weariness, occasionally varied, when the master’s eye was not on them, by tokens of regular merriment. \* \* \* Being thus made the medium of rough and hasty reading and spelling are taught, it (the Bible) becoming associated in their minds with all the rebukes and punishments to which bad reading, or false spelling, or inattention ~~an often exposes~~ them ; and it is well if being thus used for purposes ~~never~~ designed, it do not become permanently the symbol of all that is irksome and repulsive.’

“Equally decisive, and more directly to the ~~confirmation~~ of our position, is the testimony of Dr. Vaughan.—‘ For our own part, we have always entertained a very low opinion of the religious instruction given in day-schools, and of the religious impression produced by it. We have thought that a fuss has

been made about it wonderfully greater than the thing itself would justify. It has reminded us too much of our Oxford religionists, who would pass for being very pious because prayers are read in the college chapel every morning. We admit most readily, that the training of a good day-school may *prepare* a young mind for receiving religious lessons with advantage from the lips of a parent, a Sunday school teacher, or a minister; but the man must have been a sorry observer of day-schools, who can regard the religious instruction obtained there as being, while existing alone, of any great value.\*

“ But, while I believe many pious persons are most honest in their demands on this point, and while I admit that many teachers in daily schools do their best to give a religious cast to their instructions, I am still obliged to repeat, that I have a very humble opinion of the direct religious instruction which is given in day-schools, or that can ever be given in such institutions. Nor do I speak without experience on this subject. I have served more than one apprenticeship in the superintendence of schools on the British system, and the great benefit of such schools I have always found to consist, not in any direct religious impression produced by them, but in their adaptation to prepare the young for receiving religious instruction with advantage elsewhere. My experience, in this respect, must be, I feel assured, that of a great majority of persons who have been observant of the working of day-schools. In other departments, men soon become alive to the advantages of a division of labor; and why should not popular education partake of benefit from such arrangements? Why might not one part of education be given by the schoolmaster, another by the parent, by the minister of religion, or by the Sunday school teacher? Does religion cease to be a part of education, because not taught by the person who teaches reading and arithmetic? In fact, is there not danger that sacred things may lose something of their sacredness by being mixed up with the rough and often noisy routine of a day-school? One would think that to give religion a place apart after this manner, and to approach it with a *special* seriousness, would be to secure attention to it, only the *more* becoming and promising. Sure I am, there are many considerate and devout persons who would prefer such a method *purely* to *any* count of its better religious tendency. Let the day-schoolsculcate a reverence of truth and justice, and a love of every kind, generous and noble-hearted, and let the direct religious instruction be grafted upon such teaching, and it will be the fault of the agents, and not of the method, if you do not have a scheme of popular education of the highest value. How can I doubt that the intermixture of the children, of all *sects*, in such schools, would tend to abate our sectarian

\* The British Quarterly Review, Vol. IV, p. 271.

animosities, and render the next generation, in that respect, an improvement on the past.\*

"Here we leave the subject. It is one in which we feel the deepest interest: for it is one, we believe, of great moment. We earnestly commend our reasonings and conclusions to public attention. They seem to us, not only true, but timely. There has been manifested, of late, a growing disposition to dishonor and abandon our noble and beneficent system of common schools, and to substitute for it a system of sectarian schools, which must be inferior in character, and, (what is more important,) can not perform the work which common schools, when wisely and energetically administered, perform so well,—the vital work of *general* education, of educating the *whole* people,—a system, moreover, hostile to social and civil harmony. We can not but think that if the subject is fairly placed before the public mind, this movement will be arrested. We hope,—perhaps it is hoping against hope,—that our Presbyterian brethren (old school) who have recommended and commenced the movement, will recede. Certainly we hope that no other denomination will follow their example. Far distant be the day, —LET IT NEVER COME,—when, in our beloved New England, the time-tested and time-honored common school system shall be abandoned, or weakened. Rather let renewed, persevering and united efforts be put forth to give it universally that perfection, of which it is capable, and which already, in many places, it has nearly attained."

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#### THE QUADRATIC EQUATION.

In the following discussion, my object is to point out to the young teacher how fertile of results mathematical formulæ sometimes are. I have chosen the form of question and answer, because I hope it may assist those for whom this paper is written.

*Teacher.* Write the forms that the perfect quadratic may take.

*Pupil.* (1)  $x^2 + px = q$  . . (2)  $x^2 - px = q$  . . (3)  $x^2 + px = -q$  . . (4)  $x^2 - px = -q$ .

*T.* Why may you not have four other forms, in which  $x$  shall be negative?

*P.* Because, if we should write four such forms, and then change the sign of each term, we should repeat the four shown forms.

*T.* You may exhibit the values of  $x$  in each of these forms.

*P.* (1)  $x = -\frac{p}{2} + \sqrt{\frac{p^2}{4} + q}$  (3)  $x = -\frac{p}{2} - \sqrt{\frac{p^2}{4} + q}$   
 (2)  $x = \frac{p}{2} + \sqrt{\frac{p^2}{4} + q}$  (4)  $x = \frac{p}{2} - \sqrt{\frac{p^2}{4} + q}$

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\* Letter to the editor of the Morning Chronicle, on the question of popular education.

T. How many values has  $x$  in each form?

P. Two; differing from each other only in the sign of the quantity under the radical.

T. Exhibit these values in the 1st form, separately.

P.  $x = -\frac{p}{2} + \sqrt{\frac{p^2}{4} + q}$ , and  $x = -\frac{p}{2} - \sqrt{\frac{p^2}{4} + q}$ .

T. If these values should be added together, what would be their algebraic sum?

P. It would be  $-p$ , equal to the co-efficient of the second term in the original equation with a contrary sign.

T. Should you add together the values of  $x$  in each of the other forms, what would be your result?

P. The same; that is, in each case the sum of the roots will be the co-efficient of the 2d term taken with a contrary sign.

T. State, then, the result at which you have arrived,

P. In every affected quadratic equation the unknown quantity will have two values. If we add these values (which we call the roots of the equation) together, their algebraic sum will be equal to the co-efficient of the second term taken with a contrary sign.

T. If you had one root of a quadratic equation, how would this principle enable you to find the other?

P. Change the sign of the co-efficient of the second term of the given equation, and subtract from it the root found, the algebraic difference will be the root sought.

T. Take this example  $x^2 - \frac{37}{6}x = -\frac{57}{6}$ , of which 3 is given as one of the roots

P. From  $+\frac{37}{6}$  subtract 3, the other root is  $\frac{19}{6}$ .

T. What is the result when the two values of  $x$  in each form, are multiplied together?

P. The products will, in the first two forms, be  $-q$ , and in the 3d and 4th forms,  $+q$ .

T. Express these results in a general manner.

P. The product of the two roots in any affected quadratic, is equal to the second member of the equation with a contrary sign. In the above example  $3 \times \frac{19}{6} = \frac{57}{6}$ .

T. Knowing the second member of the quadratic and one root, how would you find the other root?

P. By dividing the second member taken with a contrary sign, by the given root. In the above example  $\frac{57}{6} \div 3 = \frac{19}{6}$ .

T. In the 1st and 2d forms, on which part of the root does the co-efficient of  $x$  depend?

P. It depends under the radical; because, since  $\sqrt{\frac{p^2}{4}} = \frac{p}{2}$ ,  $\sqrt{\frac{p^2}{4} + q}$  is greater than  $\frac{p}{2}$ .

T. In the 3d and 4th forms, then, what will be the signs of the values of  $x$ ?

P. Since the quantity under the radical is  $+$  for one value of  $x$ , and  $-$  for the other value,  $x$  will be positive for one value, and negative for the other.

**T.** How is it with the signs of  $x$  in the 3d and 4th forms?

**P.** The quantity  $\frac{p^2}{4}$  under the radical is diminished by  $q$ , therefore, when the solution is possible,  $\frac{p}{2}$  is larger than  $\sqrt{\frac{p^2}{4}-q}$ , and hence the sign of  $x$  will depend on the sign of  $\frac{p}{2}$ , which, in the 3d form is negative for both values of  $x$ , and in the 4th form is positive for both values of  $x$ .

**T.** In the 1st and 2d forms, show which values of  $x$  will be numerically the larger.

**P.** In the 1st form, the negative value is the larger, because when  $\sqrt{\frac{p^2}{4}+q}$  is positive,  $\frac{p}{2}$  is taken from it, but, when  $\sqrt{\frac{p^2}{4}+q}$  is negative,  $\frac{p}{2}$  is added to it. In the 2d form, the positive value of  $x$  will be larger than the negative, for reasons entirely similar.

**T.** Is either value of  $x$  in the 1st or 2d form imaginary?

**P.** No; for the quantity under the radical is always positive, and we can always extract its square root.

**T.** How is this in the 3d and 4th forms?

**P.** In these forms the quantity under the radical is negative, whenever  $q$  is larger than  $\frac{p^2}{4}$ , and, as the square root of a negative quantity cannot be taken, the value of  $x$ , whenever  $q$  is larger than  $\frac{p^2}{4}$ , is imaginary.

**T.** When we obtain an imaginary value for  $x$ , what do we conclude?

**P.** That the question on which the equation is founded is absurd, its conditions being incompatible with each other.

**T.** Show how this applies to the above case.

**P.** The product of two numbers can never exceed the square of half the sum of the two numbers. For, let there be two numbers,  $s$ ,  $t$ , of which  $s$  is assumed to be the larger; now, if  $\left(\frac{s+t}{2}\right)^2$  is not larger than  $st$ , it must be equal to or smaller than it, which may be represented thus:

$$\frac{s^2+2st+t^2}{4} = \text{or} < st \therefore s^2+2st+t^2 = \text{or} < 4st \therefore s^2-2st+t^2 = \text{or} < 0 \therefore s = \text{or} < t,$$

but this is contrary to the first assumption that  $s > t$ , and hence  $\left(\frac{s+t}{2}\right)^2$  cannot be equal to, or smaller than  $st$ , and must be, therefore, larger. Now, the 3d and 4th forms are the square of half the sum of the roots, (since the roots have the same sign,) and  $q$  is the product of the two roots; when  $q$  in these forms is larger than  $\frac{p^2}{4}$  the question which produces the equation must be absurd.

**T.** From the facts that the sum of the roots of a quadratic equation is equal to the co-efficient of its second member with a contrary sign, and that the product of the two roots is equal to the second member, with a contrary sign, what conclusion may be drawn?

**P.** In the 1st form,  $x^2+px=q$ , since the sum of the two roots is negative, one of the roots must be  $+$  and the other  $-$ ; and since the sum of the roots is negative, it follows that the negative root must be the larger of the two. In the 2d

form,  $x^2 - px = q$ , by a similar course of reasoning, we infer that the roots will have contrary signs, and that the positive root will be the larger.

In the 3d and 4th forms,  $x^2 + px = -q$ , and  $x^2 - px = -q$ , since the product of the two roots is equal to  $+q$ , they must be either both positive or both negative; in the 3d form they must be both negative, because their sum is negative; and in the 4th form they must be both positive, because their sum is positive.

T.

Bishop Doane, in his address at Burlington College, says:—

"When you have found a man, you have not far to go to find a gentleman. You cannot make a gold ring out of brass. You cannot change a Cape May chrystral to a diamond. You cannot make a gentleman, till you have first a man. To be a gentleman, it will not be sufficient to have had a grandfather. To be a gentleman, does not depend upon the tailor or the toilet. Blood will degenerate. Good clothes are not good habits. The Prince Le Boo concluded that the hog, in England, was the only gentleman, as being the only thing that did not labor. A gentleman is just a *gentle-man*; no more, no less; a diamond polished, that was first a diamond in the rough. A gentleman is gentle. A gentleman is modest. A gentleman is courteous. A gentleman is generous. A gentleman is slow to take offence, as being one that never gives it. A gentleman is slow to surmise evil, as being one that never thinks it. A gentleman goes armed, only in consciousness of right. A gentleman subjects his appetites. A gentleman refines his taste. A gentleman subdues his feelings. A gentleman controls his speech. A gentleman deems every other better than himself. Sir Philip Sidney was never so much a gentleman—mirror though he was, of England's knighthood—as when, upon the field of Zutphen, as he lay in his own blood, he waived the draught of cold spring water that was brought to quench his mortal thirst, in favor of a dying soldier. St. Paul described a gentleman when he exhorted the Philippian Christians, 'Whatever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, and if there be any praise, think on these things.' And Dr. Isaac B. Bow, in his admirable sermon on 'The calling of a Gentleman,' pointedly says, 'He should labor and study to acquire *virtue* and a notable promoter thereof; direct and allure all men thereto by his exemplary conversation; subdue all *evil* by his countenance and authority; reward all *meanness* of meeker people by his bounty and favor: and let such a gentleman as Noah, who preached righteousness, by his words and works, before a profane world.'"

## THE REWARD.

BY J. G. WHITTIER.

WHO, looking backward from his manhood's prime,  
Sees not the spectre of his mis-spent time ;  
And, through the shade  
Of funeral cypress planted thick behind,  
Hears no reproachful whisper on the wind  
From his loved dead ?

Who bears no trace of passion's evil force ?  
Who shuns thy sting, O terrible remorse ?  
Who would not cast  
Half of his future from him, but to win  
Wakeless oblivion for the wrong and sin  
Of the sealed past ?

Alas, the evil which we fain would shun,  
We do, and leave the wished for good undone ;  
Our strength to-day  
Is but to-morrow's weakness prone to fall :  
Poor, blind, unprofitable servants all,  
Are we alway.

Yet who, thus looking backward o'er his years,  
Feels not his eyelids wet with grateful tears,  
If he hath been  
Permitted, weak and sinful as he was,  
To cheer and aid, in some ennobling cause,  
His fellow men ?

If he hath hidden the outcast, or let in  
A ray of sunshine to the cell of sin ;  
If he hath lent  
Strength to the weak : and, in an hour of need,  
Over the suffering, mindless of his creed,  
Or hue, hath bent,—

He hath not lived in vain ; and, while he gives  
The praise to Him in whom he moves and lives,  
With thankful heart  
He gazes backward, and with hope before,  
Knowing that from his works he never more  
Can henceforth part.

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ERRATUM.—In No. 10, p. 159, seventh line from the bottom, for  $\sqrt{(3.5)^2 - (1.7687)^2}$ , read  $\sqrt{(3.5)^2 - (1.7687)^2}$

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NORMAL SCHOOL.—The next term of the Braggewater Normal School commences August 2. For particulars, apply to this Office, or to N. TILLINGHAST, at the School. The winter term begins the first Wednesday after Thanksgiving.

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 All Communications, Newspapers, and Books, &c.,  
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# COMMON SCHOOL JOURNAL EXTRA.

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## CLAIMS OF THE COMMON SCHOOL SPELLER OF WILLIAM B. FOWLE TO THE NOTICE OF SCHOOL COMMITTEES AND TEACHERS.

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THE Publishers regret that, in presenting the claims of this new spelling book to preference, it is necessary to advert to the spelling books of other authors; but they trust that such occasional reference will be excused, if it is fairly made, since, by such comparison, the Common School Speller must suffer, if the plan and execution of other spelling books are really superior.

The *first* claim of the Common School Speller, then, is, that it is more truly a **SPELLING** book than any other in use. The orthography is never made secondary to reading, etymology, definition, or pronunciation, although as much attention is paid to these important points as is consistent with the primary design, which is, *A Simple Exhibition of the Rules of English Orthography, by a Careful Arrangement and Division of the Words.*

As all words having the same characteristic are placed together in the same lesson, whether this characteristic be the vowel sound, or any combination of vowels or consonants, the teacher can impress any sound upon the mind of a child by requiring him to read the words of the spelling lesson which illustrates that particular sound. For instance, if he wishes to teach the child how to pronounce *sh* at the beginning of such words as *shri<sup>ll</sup>* and *shrie<sup>k</sup>*, which are too often pronounced as if written *srill*, *srieg*, he has only to turn to Class 78, page 165, where all such words are collected, and then he can drill the pupil until he is familiar with the true pronunciation. So words beginning with *wh*, which are too often pronounced

without regarding the *h*, may all be found in Class 50, page 79. Words ending in *ing*, of which the final *g* is too often dropped, may be found in Class 46, page 64, where they not only afford a practical lesson in pronunciation, but also illustrate that very general rule of English orthography, which requires *e*, at the end of a word, to be omitted when another syllable beginning with *i* is added.

How much superior is this method to the promiscuous scattering of such words, and, perhaps, the insertion of a few meagre reading lessons, which have no relation to the spelling lessons, and which, being adapted to the capacity of beginners, are of no use to pupils who are at all advanced!

In *Syllabication*, the words are so divided in the Common School Speller as naturally to lead the child to their correct pronunciation. Fortunately, this course does not often conflict with such a division as will show the etymology or derivation of the words; but, if any such difficulty exists, that division, which will most naturally, and most surely, lead to the correct pronunciation, is adopted. Thus the word *actuate* is generally divided into *ac-tu-ate*; but, as there is a vicious pronunciation of the word, as if it were spelled *ac-too-ate*, it is written *act-u-ate* in the Common School Speller; and, while procuring for *u* its proper sound, this division also better indicates the derivation of the word. But the words *education* and *instruction* are not written *ed-u-cat-ion*, *in-struct-ion*, but *ed-u-ca-tion*, *in-struc-tion*, because the more etymological division would certainly lead the child away from the true pronunciation. It must be recollected that children usually study their spelling lessons without the aid of their teacher, and before hearing the words pronounced by him.

But the Common School Speller, however useful in teaching pronunciation and etymology, is properly a *Spelling Book*; and the endless variety of reading books adapted to the capacities of children of every age, and more appropriate than the reading lessons of any spelling book can pretend to be, authorizes us, as education advances, to separate these branches of study.

The *second* claim of the Common School Speller is on account of its more **CAREFULLY-SELECTED VOCABULARY**. It is difficult to say what words should be omitted and what not, and of what number the vocabulary of a spelling book should consist. Cobb's New Spelling Book contains nearly 18,000 words; Emerson's National about 13,500, of which about 1,750 are proper names. Webster's Elementary contains about 10,000. Tower's contains about 9,700, repetitions included. The Common School Speller contains about 14,000; and, in making the selection, the author proceeded on the ground that a spelling book for the higher classes should contain all words that are not vulgar, obsolete, uncommon, or strictly technical. It is believed that the Common School

Speller contains no word with which a well-educated youth ought not to be acquainted.

To show that too much stress is not laid upon the importance of a proper selection of words, the following list of words, taken from the last revised edition of Webster's Elementary Spelling Book, is given. That spelling book is peculiarly rich in such words; but a dash (—) affixed to certain words in lessons from other spelling books, on a subsequent page, will show that, although preëminent, it does not stand alone.

ax	chirk	grime	pard	sted
bast	chops	grout	pawl	steen
beal	chough	gulch	phleme	swash
bisk	chump	harl	puke	swath
bitch	cole	hest	quern	thirl
blouze	drib	highth	ross	thole
blowth	frit	hurst	rounce	tilth
bole	frush	hutch	scall	tink
boll	frounce	ilk	sculp	tole
boose	fuge	knarl	shab	touse
brent	gawk	lope	snib	vert
bret	gest	meath	spalt	volt
brit	gloze	midge	spilth	want
bure	gorse	muss	splice	welk
cale	grail	neal	spume	

af fy	col let	in dign	runn ion
a chor	cos tive	lec tion	sach el
ash lar	cull ion	min ious	spon sion
an il	cys tic	mol der	sprin gle
as per	de terge'	night mar	stat ic
bez el	dos sil	pan tile	swel try
bran gle	eth nic	pep tic	tew el
bu bo	ex till	pha sis	thrall dom
bu gloss	fe rine	po nent	to ged
cen ter	fan gle	por pess	twig gin
cen tric	hain ous	rave lin	tur kois
clas sis	hym nic	res pit	wal lop

cim' e ter	le gu' men	och i my
pi as' ter	me las ses	pi o ny
sep' ul cher	or gil lous	coun sel or
lac' ta ry	pat u lous	es tu ate
ma neu' ver	gal i ot	hor tu lan

min i um	her is son	hu lo the ism
cal a mine	e ryn go	chev er il ize
ras cal ion	sy rin ga	mel lif flu ous
in ges tion	ab bat ic	ac cou ter ment
ex us tion	clas sif ic	ni hil i ty
ad us tion	lu cif ic	an cil la ry
de seen sion	lu crif ic	par ce na ry
math e sis	ru bif ic	nu gae i ty
can tha ris	vi vif ic	fu gac i ty
can the rus	su ber ic	—
jet ti son	gar ga rize	a re om' e try

It is not pretended that no one of the preceding words can be found in the larger dictionaries, but only that they had better remain there, and not appear in a spelling book for children.

The *third* claim of the Common School Speller is its precise and complete **CLASSIFICATION**. To explain the classification, I know not that it will be unfair to say that there is as much difference between this and other spelling books as between order and confusion. In other spelling books, to be sure, there is a sort of order; but it is rarely calculated to aid the eye or the memory of the pupil. Some definition spelling books, as they are called, place the words alphabetically, as they are placed in dictionaries; but in such books the words are no more classed than are the buildings in a long street that happen to be consecutively numbered. Such an arrangement may enable the child to find a word easily, but it affords him no aid in learning to spell.

In other spelling books, the words are arranged according to the number of syllables they contain; but such words are no more classed than the lower animals would be if arranged according to their different sizes, when the real differences of form and structure are disregarded.

In the best spelling books, those which are the most popular, the words are placed very promiscuously; but the authors seem to think they have rendered a strict classification unnecessary, because they have placed over each word some accent, figure, or other mark, referring to a key, where the pronunciation is explained. But who does not see that words so situated and marked are no more *classed* than the scattered plants of a flower-garden that happen to be labelled? The difference between the Common School Speller and such as I have described, may be illustrated by a very familiar comparison. Every one, probably, has seen what is called a **General Muster**, when all the troops of a brigade are assembled on a spacious field for review and exercise. Before they are called to order, the members of the various companies wearing differ-

ent uniforms, are intermixed in such a manner that the spectators can form no idea of the number of men or of companies, to say nothing of getting acquainted with each individual soldier. It is true that each soldier wears a knapsack, on which the spectator may read the name of the company, and perhaps of the regiment, to which he belongs; but, even with this aid, he can have but a confused idea of the number and variety of the troops. Let the drum then call to order, and the line be formed, and one glance will enable the spectator to judge of every particular relating to the troops.

But it has been objected to the Common School Speller that, where the words are so exactly classed, it is difficult to distinguish one from another of the same class, and, therefore, it seems better to have them in confusion. When children are learning to spell, it is said, if they can spell one word of the class, they can spell all the rest too easily, and they will not be likely to distinguish between the words, because they look so much alike. Now, if the objection have any force, it will lie against classification in every science, as well as against the classification of words. Linnaeus owes his immortality to the fact that, when the various plants and animals were running all over creation with labels on their backs, like the words in a " promiscuously arranged" spelling book, he discovered their points of resemblance, classed them, and enabled his successors to learn in one year what before was the work of a life. Because two varieties of the helix, or snail, very nearly resemble each other, shall we put an oyster between them to set them off? Or, because two roses resemble each other very nearly, shall we place a sunflower between them? We shall, if this objection has any force. It must be a mistake, then, to suppose that it is not safer to examine words that resemble each other side by side, where only *the point of difference* needs to be noticed, than to examine them apart from each other, independently, in which case it is necessary to observe every peculiarity of every word,—those in which they agree as well as those in which they differ.

In the year 1841, the Secretary of the Massachusetts Board of Education delivered a lecture on the subject of spelling books, and made the following remarks, which are entitled to more weight than common notices of books, because the author had not sent him the book, and had never spoken to him, or seen him.

"When," says Mr. Mann, "reading has become easy, and it is expedient to carry forward the orthography of the language faster than it is possible to comprehend the meaning of all its words, a spelling book, constructed according to the law of association, should be put into the hands of the pupil. Although this idea has been acted upon to some extent before, yet the only spelling book with which I am acquainted that carries it

out fully is one prepared by Mr. Fowle, of Boston. A few specimens from the book will give an intelligible view of its plan." After giving the specimens, Mr. Mann adds, "Now, it would seem to need no argument to prove, that a child will master twenty pages of words, arranged in this way, more easily than he will a single page of words classed according to the number of syllables, and the place of the accent, irrespective of their formation; — where *a* and *eigh*, *e* and *eo*, *i* and *igh*, *o* and *eau*, *u* and *ew*, with countless other combinations, have respectively the same sound, and are jumbled together after the similitude of chaos. On such lessons as these, scholars will very rarely spell wrong. They can go through the book twenty times while they would go through a common spelling book once; and each time will rivet the association; that is, it will make an ally of the most unconquerable force of habit. A connection will be established between the general idea of the word and its component letters, which it will be nearly impossible to dissolve." After more remarks in the same strain, this sagacious observer, as if anticipating the objection under consideration, says, after having recommended the frequent spelling and *writing* also of the words thus classed, "It will be well, as a testing or experimental exercise, to put out words from the different tables promiscuously, in order to determine whether or not it may be necessary to drill the pupils longer upon it." And what is this but saying, that spelling should be taught by the well-classed spelling book, and the chaotic ones should be used only by way of review?

To show that this matter is not overstated, let us take a fair example from some of our popular spelling books; and it is hoped that this will not be deemed invidious, since the object is only to show the operation of the two plans.

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*Specimens of Spelling Books, to illustrate the superior Classification of the Common School Speller, and to show its greater Simplicity in Regard to marking the Pronunciation.*

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1. CUMMINGS'S PRONOUNCING SPELLING BOOK.

rôost	stôôl	ÿûse	chûrl	dûmp	mûlët
spôôl	dûpe	yoûth	ëûrb	fûnd	mûmps
shôôk	fûgue	bûlb	ëûrve	gûlf	rhômb*
shrewd	lewd	bûlge	ëûsp —	hûnks —	sêûlk
whôôp*	hûge	bûrd	dûrk	mônth	sêûrf

---

(\*) This mark is placed against words which have another word pronounced in the same manner, but differently spelled. All such words are placed together

shrub	thrush	tough	work	worm
thirst	thrust	trudge	world	worse

This lesson of 40 words contains words that are distributed into at least 14 different classes in the Common School Speller. The marks to indicate the pronunciation, are precisely like those of the book from which the lesson is taken. That book, like most others using marks, has a *key*; but how unlikely a child will be to understand it, or, if he should understand it, how unlikely it will be to lead him to the true pronunciation, any reasonable person may judge. For instance, *o* thus marked is to be pronounced like *o* in *move*. Of course, the child will call the first word *roo-oost*. *Rhomb* is to be pronounced *rumb*; but its true pronunciation is *rum*. *Tough* requires the *o* and *h* to be omitted, and the *g* called *f*! Still Cummings's Spelling Book has the credit of being the first to call the attention of the American schools to the improved pronunciation of Walker.

## 2. EMERSON'S NATIONAL SPELLING BOOK.

ache	beam	blew*	both	brew	coke
bait*	bean	blow	bowl	ceil*	clay
bead	beat*	boar*	borne*	cere*	clew
beak	bier*	boat	bray	chew	coal
coat	deed	feat*	fray	goar*	hoar
coax	deal	feud	gain	gray	hoſe
code	deer*	fief	gaol	grow	huge
comb	each	flea*	gear	hair*	ideſ
close	eaſe	flue*	glee	heap	isle*
crew	fail	foal	glue	heat	jail
crow	fair*	foam	goad	heel*	jeer
dare	fear	four*	goal	high*	dough*

This lesson of 72 words contains 25 classes. It is printed as in the original book. The key informs the child that the vowel, not Italic, under the figure 1, has its first or long sound, and letters in Italic type are *silent*, or not sounded. Thus *ache* must be pronounced as if written *āce*; but *ace* the child has been taught to call *āse*, and the analogy of the language requires it to be so called. In the Common School Speller, this word, and all others in which *ch* has the sound of *k*, are placed together, and the child is told to pronounce *ch* so. Again, if the *i* in *bait* and the *a* in *bead* are *silent*, the child

in the Common School Speller, and properly defined. They are never intermixed, as in the specimen lessons here given. The other mark (—) shows that the word is unusual, at least, and not admitted into the Common School Speller.

will leave them out; and then he has *bat* and *bed*, which he will pronounce as he has been taught to pronounce them, *băt*, *bĕd*, in spite of the figure at the top of the column. In the word *heel*, the figure denotes that *e* has the sound of *e* in *me*. But there are two *e*'s, and the child would call the word *hĕ-el*. In the Common School Speller, all words containing *ee*, *ea*, or *ai*, are placed together, and one word explains their sound, without any marks.

### 3. EMERSON'S NEW NATIONAL.

reel	seat	stow	tune	wile	arch
reek*	soak	suit	type	wire	bath
rind	show	tire	veal	wise	bard
reve —	soap	tone	veer	wold —	blur
roar	spew —	torn	wave*	year	book
rose	stay	tray	weal	zeal	boom
seek	stew	tree	weed	zone	brim
bulk	char	dull	gape	hoof	lath
buck	coop	duct	give	hulk	lens
calf	crib	earl	glen	helm	lick
coot	dead	else	grin	hoot	limp
chin	deaf	fern	grub	hull	loof
chip	deck	fill	harm	inch	loop
chub	drip	fuzz	head	kick	loon

This lesson of 84 words contains 25 classes.

### 4. WEBSTER'S ELEMENTARY SPELLING Book.

#### No. 50. — L.

sēa*	read*	aid	gōurd	peace*	heave
pea	goad	laid	sōurce	lease	weave
flea*	load	maid*	cōurse*	praise	leave
plea	road	staid	crease	coarse*	blūe
bead	toad	board	grease*	hoarse*	flūe
mead	woad	hoard*	cease	breve	glūe

#### No. 51. — LI.

bȳe*	baize*	loaf	each	teach	bleak
lye*	maiz	fief	beach*	coach	fleak —
pye	deaf	chief	bleach	roach	speak
ease	sheaf	lief*	peach	broach	peak
tease	leaf	brief	reach	leash	sneak
seize*	neaf —	grief	breach*	beak	creak*
cheese	oaf	waif —	preach	leak	freak

This lesson of 78 words contains 11 classes.

The words are printed as in the original, except that *s*, when like *z*, is in Italic type, we having no such character as is there used. There is no other guide to the pronunciation than the long accent over the first word. No letters are marked as silent.

### 5. SANDER'S SPELLING Book.

fuse	.melt	strain	.stretch	twain	two*
free	frank	teal	duck	<sup>1</sup>	<sup>6</sup> join
goad	.prick	teat —	dug	fay	
grade	rank	trail	track	poach	.boil
gross	thick	trow —	.think	<sup>2</sup>	<sup>1</sup>
gyre	ring	type	.stamp	barm —	yeast
haze	mist		<sup>5</sup>	blanch	.bleach
heave	.swell	blain	blotch	blast	blight
juice	sap	chore	job	charge	.load
leap	.spring	cease	.stop	clasp	.hold
lease	.let	fleer	.mock	gant —	lean
leave	.quit	jeer	.scoff	grant	.yield
lieu —	stead	ode	song	grasp	.seize
plight	.pledge	queer	odd	lance	spear
prune	.trim	score	.notch	rasp	file
quail	.sink	stain	.spot	slant	.slope
rue	plant		<sup>6</sup>	staff	cane*
sprue —	thrush	brogue	shoe*	vast	great*

This lesson of 100 words contains at least 28 classes. The marks are the same as in the original. The reader will observe that the 2d, 4th, and 6th columns pretend to define the 1st, 3d, and 5th. To how much error this must lead, the teacher may guess. Definitions given where the word is not used can only lead to error. Why should not a child say, "*Lease* me have some *trims*," for "*Let* me have some *prunes*?"

### 6. MULKEY'S SYLLABICAL SPELLING Book.

smile	whole	cube	sight*	stall	talk.
stile	mule*	blight.	right*	tall	walk.
tile	bride	fight.	all*	wall	corn
while	scribe	flight.	fall	bald	horn
hole*	tribe	bright.	gall	scald	born*
jole	globe	hight.*	hall*	halt	scorn
pole*	lobe	knight.*	small	malt	storm

This lesson of 42 words contains 9 classes. The first words of the preface are, "The object of the work is to classify the words of the language, and furnish a few fixed rules to determine their pronunciation."

### 7. COBB'S NEW SPELLING BOOK.

And	valve	imp	rum*	wand'	bird
rand --	shred	shrimp	spurn	want	dirk
bland	mesh	wisp	suds	was	dirt
strand	elk	his	mumps	wasp	shirt
ash	elm	slit	jut	wast	word
spasm	pelt	split	rut	plod	world
strap	hest	'spilt	strut	shot	work
has	lest	stilt	burnt	do	worm
shalt	delve	splint	burst	move	wont
apt	helve	wist	durst	bush	worst
brant	prism	midst	wad	push	wort
have	strip	shrub	wash	sir	love
		hum	wan	stir	shove

This lesson of 78 words contains 13 classes, and is taken from a book that lays claim to more thorough classification than any other extant. Some of the *marks* we cannot exhibit.

### 8. TOWN'S SPELLING AND DEFINING BOOK.

Noun.	Definition.	Noun.	Definition.	Parts of animal bodies.
babe	in' fant	rage	fu' ry	
bard	po et	soul*	spir it	arm
bet	wa ger	shoal	shal low	bone
beeves	cat tle	sty	hog pen	back
coin	mon ey	spunk	touch wood	brow
chineh	bed bug	spint	splin ter	brain
cote	sheep fold	scrawl	scrib ble	breast
copse	brush wood	sire	fa ther	chin
crib	man ger	ton	fash ion	cheek
dearth	fam ine	trice	in stant	ear
frill	ruf fle	trump	trump et	eye*
gauge	meas ure	vest	jack et	fist
grace	fa vor	worth	val ue	foot
grot	grot to	zest	rel ish	head
host	ar my	bale*	pack age	hand
hue*	col or	bunch	clus ter	hip
bilt	han dle	cave	cav ern	heel*

This lesson of 84 words contains 37 classes! The 2d and 4th columns are definitions of the 1st and 3d, so that when the child goes to his *manger* he must beware of the *chvinces*! The *bunch* of stars called *Crater* has two *hilts*. The confusion cannot well be increased.

### 9. RUSSELL'S SPELLING BOOK.

*Words variously formed:—A, as in Far; A, as in Wash; EA, as in Dead: Occasional and Irregular Sounds of other Letters.*

<i>A</i>	squab	<i>EY,</i>	whose
Arm	squad	<i>as I.</i>	<i>U,</i>
are	swamp	<i>Eye*</i>	<i>as OO in Boom.</i>
arch	quart	<i>EW,</i>	<i>Rude*</i>
ark*	<i>EA</i>	<i>as OO in Boom.</i>	rue
ah	Dead	<i>Crew</i>	rule
harsh	head	<i>drew</i>	brute*
marsh	lead*	<i>grew</i>	fruit
harm	deaf	<i>O,</i>	<i>U, silent.</i>
charge	dealt	<i>as in No.</i>	Build
charm	health	<i>Host</i>	<i>GH,</i>
march	wealth	<i>most</i>	<i>as F.</i>
parch	stealth	<i>poll*</i>	<i>Laugh</i>
scarf		<i>post</i>	<i>draught</i>
shark	<i>EA,</i> <small>as in Bear, (like AI in Air.)</small>	<i>roll</i>	<i>O, silent.</i>
sharp	<i>Bear*</i>	<i>toll</i>	<i>Rough*</i>
smart	<i>pear*</i>	<i>droll</i>	<i>tough</i>
spar	<i>tear*</i>	<i>scroll</i>	<i>slough</i>
spark	<i>wear*</i>	<i>forth*</i>	
carve		<i>pork</i>	<i>U, silent.</i>
starve	<i>E,</i> <small>as in Err.</small>	<i>O,</i> <small>as OO in Too.</small>	<i>Trough</i>
<i>A,</i> <small>as in Wash, like O in Not.</small>	<i>Were</i>	<i>Do</i>	<i>GH, silent.</i>
Wash	<i>EY,</i> <small>as AY.</small>	<i>to*</i>	<i>Through*</i>
wasp	<i>They</i>	<i>shoe*</i>	<i>S,</i>
squash	<i>prey*</i>	<i>who</i>	<i>as SH.</i>
		<i>whom</i>	<i>Sure</i>

This lesson of 76 words contains 19 classes. To show the effect of the directions given for pronouncing the words, the following examples may suffice. The child is told that in the word *laugh* the *gh* is equivalent to *f*, so that *lauf* gives him the true pronunciation of *laugh*! In *rough*, he is told that the *o* is silent, and, of course, *rugh* gives him the pronunciation of *rough*, for the child will not know that the *gh* is still to be sounded as *f*. In *through*, he is told that *gh* is silent. Then

the word is to be pronounced *throu*; and, as the common sound of *ou* is that in *bound*, and not that in *soup* and other foreign words, the child will naturally conclude that *through* must be pronounced so as to rhyme with *bough*. The book is really a *reading* book, and, in the hands of its excellent author, there would be no fear of error.

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#### 10. BUMSTEAD'S "MY FIRST SCHOOL BOOK."

man	quick	six	teeth	breast	nail
boy	lazy	hair*	tongue	shoulder	knuckle
girl	one*	face	cheek	arm	leg
head	two*	eyebrow	chin	elbow	knee
eye*	three	eyelid	ear	hand	foot
nose*	four*	lip	neck	finger	heel*
jump	five	mouth	back	thumb	toe*

This lesson of 42 words occupies the first five pages of the book, and contains 28 classes. No confusion can be more complete, so far as orthography is concerned. The primary object of the book is to teach reading without regard to the elements of which the words are composed; and hence the names of familiar objects are first presented to the eye of the child. Still this book is the first spelling book put into the hands of Boston children.

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#### 11. BUMSTEAD'S SPELLING AND THINKING COMBINED.

eye*	starer	speak
eyes	stares	speaker
see*	staring	speaks
seeing	stared	speaking
seen*	peep	spoken
saw	peeper	tell
sight*	peeping	teller
sights	peeped	tells
look		telling
looker	mouth	told
looks	mouths	say
looking	tongue	saying
looked	voice	said
gaze	talk	saih
gazer	talker	whisper
gazing	talks	whispering
gazed	talking	whispered
stare*	talked	

This lesson of 52 words embraces the whole first page of the book, and contains 20 classes. The remarks on the object of No. 10, by the same author, will apply to this book also.

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## 12. TOWER'S GRADUAL SPELLER.

ā	hay*	hail*	hake	hate
ē	heal*	heap	here*	heave
aw	hall*	haw —	hawk	haul*
ō	home	hole*	hose	hove
ou	how	howl	house	hound
ă	hat	hath	hash	have

This lesson of 24 words contains 13 classes. It is intended to show the pronunciation of *h*; but just so far as it does this, it unfits the lesson for an orthographical exercise, the words brought together having no other resemblance than the initial letter. The book should only be used as a reading book. The teacher, by referring to the several lessons in which the sounds of long *ā*, *ay*, *ai*, *ē*, *a* in *all*, *aw*, *au*, *ō*, *ou* and *ow*, and *ă* are illustrated, will see how completely the Common School Speller, without confusion, carries out the plan at which this author has aimed.

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Now, in classing the 14,000 words of the Common School Speller, it was only necessary to form 87 classes; and yet each of the above lessons contains many classes, and, of course, the words must be as well mixed up as any child of chaos can desire.

Perhaps no one branch taught in our common schools has been so badly taught as this, and in no department is there such a general complaint of deficiency, and such a loud cry for reform. Whence is this? Certainly not because correct spelling is not universally considered indispensable to a good education. Certainly not because there is any dearth of spelling books. What, then, is the cause?

*First*, then, spelling has been treated as an inferior branch, in which to exercise a pupil was to degrade him. Hence the higher classes have generally been excused from spelling, or have only spelled occasionally, without having regular and set lessons. Now, spelling must be taught *at school*, or the chance is a thousand to one that the adult will never make up for the neglect. The reason of this is, not so much the incapability of adults to learn, as their unwillingness to come down to the only effectual way of learning; that is, *by lessons from the spelling book*. It must be this, for adults read the words constantly, write them frequently, and understand and use them better than children do; and yet they seldom correct words

that they have been accustomed to misspell. The reason uniformly given by adults, who continue to spell ill, is, they were not properly drilled when young.

The *second* reason why spelling has retrograded in our schools, has been the pretended improvement of spelling books. Thirty or forty years ago, little or no regard was paid to pronunciation. About that time, Walker's Dictionary was reprinted in this country, and spelling books began to be made on his plan. The test of gentility, thenceforth, was pronunciation, and not orthography. Figures and other marks were introduced into spelling books, and relying upon these, the classification of words began to be neglected, until it was almost disregarded, and the difficulty of learning to spell was increased just in proportion to this neglect. Who needs an argument to show that a proper classification facilitates the learning of every art and science, and that on the association thus produced, the memory, in a great degree, depends for its power? The great desideratum of a spelling book is, that it shall be choice, but sufficiently comprehensive, in its vocabulary; simple, but exact and thorough, in its classification; and that it shall teach the true pronunciation without appearing to do so, and *without drawing off the pupil's attention from the naked word.*

The *third* reason for the decline of spelling was the introduction of definition spelling books, and the custom of giving spelling lessons from dictionaries. If attention to the marks and figures that indicated the pronunciation took off the scholar's attention from the orthography, much more so did the affixing of a definition. The definition became every thing, and the orthography only a secondary object. The vocabulary of a definition spelling book was so curtailed from necessity, that it was altogether insufficient for the purpose of teaching orthography, and the words of a dictionary are so numerous that it is the labor of a life—a *school* life—to spell it through once. You see the consequence. In the definition spelling books, many common and useful words were omitted, and the attention was distracted between those that were left and their definitions; while the length of time required to go through a dictionary rendered a familiar acquaintance with the definition or the orthography absolutely impossible. And had the definition been retained, what would it have been worth? Common words are generally mystified by a definition, and seldom explained.

If the memory is treacherous, the definition will soon escape, —almost as soon as it is learned, —or it may be applied to the wrong word.

We believe this is a fair account of the aid that children get from definitions obtained in dictionaries; for, as has been said, if the words are common, no definition is needed, —and a large proportion are of this description; and if the words are not

common, the definition will not be understood, or will be immediately forgotten.

The *fourth* cause of the decline of spelling, is the attempt to teach spelling from reading lessons. It has already been hinted that the true place to teach a child the *meaning* of a word is not in the dictionary, where it may have a dozen meanings apparently contradictory or perfectly unintelligible, but in the reading lesson, where the word is used, and where its very use often defines it. The faithful teacher will never miss this opportunity to explain words, not only because the interest and the intelligent reading of the particular lesson depend upon it, but because he will never, in any other department of instruction, have so good a chance to teach the correct meaning and use of words. But this is a very different exercise from spelling; and just so far as it is excellent for teaching the meaning and use of words, it is unfitted to teach spelling; for, if it be true that the affixing of a definition diverts the attention from the orthography, it is evident that the sentiment, and the interest of the narrative, will do so in a greater degree. Every scholar knows the extreme difficulty of printing correctly; but this does not arise from the ignorance of the author or the printer, but from the constant tendency of the sentiment or thought to divert the attention of the *proof-reader*, whether he be the author or the printer, from the structure of the words themselves; and hence their custom of spelling the words instead of pronouncing them, or the reading of sentences backwards, to destroy the sense and fix the attention upon the naked words.

But, spelling from reading books is attended with another serious disadvantage. The number of words spelled will not be extensive, and many words in common use will, perhaps, never occur at all. Besides, those that do occur, occur in utter confusion; and, for this reason, neither teacher nor pupil can ever know how many words he has learned, nor of how many he is ignorant. The presumption is, that the words of a spelling book include all that will occur in useful, but not strictly scientific books, and in profitable conversation; and these will be spelled and written over and over, until they become familiar; and when teachers will go back to this old plan of using the spelling book, and not till then, will they be able to remedy the defect which all acknowledge to exist. It will not do to say that spelling is not worth the trouble of acquisition, for I think no one will deny that spelling is like charity in one remarkable respect; for a man may understand all mysteries and all knowledge, and yet, without correct spelling, be —nothing.

All the 772 words contained in the lessons just given from twelve spelling books, if carefully classed and arranged on the plan of the Common School Speller, will appear as follows. It will be seen that some classes contain few words, but this is

because no more kindred words are given in these lessons. In the Common School Speller, not only these words, but all others in common use, that resemble them, are brought together. If the teacher objects to some of the words as obsolete, vulgar, or otherwise objectionable, he must lay the blame on the authors who selected them, and not on the author of the Common School Speller, into whose book no such words have been admitted.

The number of each class corresponds to that given in the Common School Speller, and the pages of the Common School Speller, where the whole class may be seen, are also given.

**1. A long, as in FATE. (p. 13, &c.)**

babe	grade	hate	haze	man ger
face	rage	cave	gaze	
grace	hake	wave	ga zer	

**2. A short, as in FAT. (p. 14, &c.)**

back	and	frank	ash	pack age
track	hand	plant	hash	jack et
shalt	bland	brant	hat	
valve	rand	sap	hath	
stamp	strand	strap	have	
man	rank	has		

**13. A as in FAR. (p. 23, &c.)**

char	bard	arm	gape	part	ah
spar	scarf	barm	harsh	tart	bath
arch	charge	harm	dart	start	lath
march	shark	charm	mart	carve	fa ther
parch	spark	sharp	smart	starve	

**A as in FAST, intermediate between FAR and FAT.**

staff	gant	clasp	blast
lance	slant	rasp	vast
blanch	grant	grasp	

**14. A as in ALL. (p. 22, &c.)**

fall	small	stall	bald	halt
gall	tall	wall	scald	malt

**37. A as in CARE. (p. 46.)**

dare	star er
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36. *A as O in Nor.* (p. 45.)

squab	waltz	wand	quart	wash
wad	swamp	want	was	squash
squad	wan	wart	wast	wasp

58. *A as U in Tub.* (p. 105.)

in fant                    in stant

15. *AI as long A in FATE.* (p. 24, &c.)

aid	fail	trail	blain	stain
staid	jail	quail	brain	twain
waif	nail	gain	strain	bait

17. *AW as A in ALL.* (p. 25, &c.)

haw                        hawk                        scawl

18. *AY as long A in FATE.* (p. 25.)

fay    say    bray    fray    gray    tray    stay

55. *EA as long A in FATE.* (p. 82.)

great

3. *E long, as in ME.* (p. 16, &c.)

breve                    reve

4. *E short, as in MET.* (p. 16, &c.)

deck	tells	delve	mesh	bet
neck	else	helve	hest	let
pledge	swell	glen	lest	stretch
leg	melt	end	vest	tell er
elk	pelt	lens	zest	rel ish
tell				

19. *EE like E in ME.* (p. 25, &c.)

glee	deed	reel	veer	beeves
free	weed	peep	queer	peep er
tree	cheek	jeer	cheese	sheep fold
three	seek	fleer	teeth	

20. *EA like E in ME.* (p. 26, &c.)

plea	bleach	preach	neaf	sneak	freak
pea	peach	teach	beak	speak	deal
sea	reach	bead	bleak	speaks	teal
each	breach	sheaf	fleak	speak er	veal

weal	lean	gear	leash	tease	teat
zeal	heap	spear	crease	beat	heave
beam	leap	year	yeast	heat	leave
bean	fear	lease	ease	seat	weave

## 22. IE like E in ME. (p. 27, &amp;c.)

fief	chief	brief	grief	yield
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## 55. EA as E in MET. (p. 82, &amp;c.)

dead	stead	dealt	stealth	breast
head	deaf	health	wealth	meas ure

## EA as U in CURL.

earl	dearth
------	--------

## 81. AI as E in MET. (p. 173.)

said	saith
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## 43. E final not lengthening the preceding vowel. (p. 60, &amp;c.)

give	famine
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## 45. E final silent after L. (p. 62.)

scrib ble	han dle	ruf fle
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## 5. I long, as in PINE. (p. 17, &amp;c.)

scribe	bride	smile	wile	tire	five
tribe	trice	tile	rind	wire	
ides	file	stile	sire	wise	

## 6. I short, as in PIN. (p. 18, &amp;c.)

crib	fill	imp	spring	drip	slit
kick	frill	limp	think	strip	split
lick	hilt	chin	sink	his	quit
thick	spilt	grin	splint	wisp	six
prick	stilt	inch	hip	fist	spir it
quick	brim	chinch	chip	mist	
midst	trim	ring	lip	wist	

## 39. IGH as long I in PINE. (p. 56.)

fight	blight	flight	plight	bright	sights
-------	--------	--------	--------	--------	--------

## 42. I as U in CURL. (p. 42.)

sir	bird	girl	shirt
stir	dirk	dirt	thirst

## 7. O long, as in No. (p. 19, &amp;c.)

lobe	scroll	bone	pork	most
globe	hold	tone	hose	post
ode	told	zone	close	both
code	wold	slope	nose	hove
coke	jole	chore	rose	po et
droll	home	store	host	

## 8. O short, as in Not. (p. 20, &amp;c.)

job	plod	copse	spot	blotch	hog pen
mock	scoff	stop	grot	notch	grot to
odd	song	shot			

## 24. O as in Nor. (p. 27, &amp;c.)

corn	scorn	thorn
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## 38. O as OO in Cool. (p. 28.)

do	move
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## 40. O as short U in TUB. (p. 57.)

month	word	worse	fa vor
wont	work	worst	col or
love	world	worth	mon ey
shove	worm		

## 25. OO as in Cool. (p. 28.)

hoof	spool	boon	coop	roost
loof	stool	loon	loop	coot

## 25. OO as U in BULL. (p. 28.)

book	look	foot	look er
shook	looks	wood	

## 27. OA as long O in No. (p. 28, &amp;c.)

goad	oaf	foal	soap	boat
load	loaf	goal	hoar	coat
road	soak	shoal	roar	coax
broad	oad	coal	foam	

## 28. OW as long O in No. (p. 29.)

show	crow	trow	bowl	shal low
blow	grow	stow	el bow	

**29. OU as long O in No. (p. 29.)**

soul shoul der gourd source

**9. U long, as in CUBE. (p. 21, &c.)**

cube huge tune dupe use fuse

**10. U short, as in TUB. (p. 21, &c.)**

chub	trudge	bulk	dump	hunks	rut
grub	dug	sculk	jump	spunk	strut
buck	bulb	hulk	mumps	thrush	fuzz
duck	mulet	dull	trump	thrust	trump et
duct	gulf	hull	bunch	cusp	clus ter
suds	bulge	hum	fund	jut	bed bug
	blur	scurf	spurn	burst	curve
	curb	churn	burnt	durst	

**55. U as in BULL. (p. 31.)**

bush push

## U as OO in COOL.

rule prune

**53. EU as long U in CUBE. (p. 81.)**

feud

## UE as long U in CUBE.

hue glue val ue

## UE as OO in COOL.

rue sprue

**21. EW as long U in CUBE. (p. 27.)**

shew stew lewd

## EW as OO in COOL.

chew	brew	drew
clew	crew	grew

**54. UI as long U in CUBE. (p. 82.)**

juice

## UI as OO in COOL.

fruit

UI as short I in PIN.

build

11. Y as long I in PINE. (p. 23, &amp;c.)

sty      pye      type      gyre

12. Y short, like I in PIN. (p. 42, &amp;c.)

ar my      fu ry      la zy

31. OU as in BOUND. (p. 29, &amp;c.)

mouth      mouths      hound      house

32. OW as in Now. (p. 30, &amp;c.)

how      howl      brow

33. OI as in OIL. (p. 30, &amp;c.)

voice      boil      coin      join

34. OY as in BOY. (p. 30, &amp;c.)

joy

57. LM and SM final. (p. 94.)

elm      helm      spasm      prism

46. ING at the end of words. (p. 64.)

see ing      tell ing      talk ing  
look ing      say ing      star ing  
peep ing      speak ing      gaz ing

50. WH at the beginning of words.

while      whis per      whis per ing      whis per ed

76. CH hard, like K. (p. 162.)

ache

78. SH before R. (p. 165.)

shrewd      shrimp      shrub      shrug

N nasal, as in FIN GER. (p. 172.)

Words having silent letters. (p. 175.)

E silent.	comb	thumb	
	were { stared	looked	gazed
	peeped	talked	spoken

K silent.	knee	knuc kle			
L silent.	calf	talk	talks	walk	talk er

85. *Words whose pronunciation must be spelled by other letters, thus, through, THROO; gaol, JAIL, &c. (p. 183.)*

dough	draught	sure	gauge
trough	who	youth	were
tough	whose	lieu	eyes
slough	whom	tongue	eye brow
laugh	shoe	gaol	eye lid

86. (p. 188.) *Words whose meaning must be given before they can be spelled, there being two or more words pronounced alike and spelled differently.*

These words are scattered indiscriminately among the lessons of other spelling books ; and the consequence is, that we often hear a teacher tell a child to spell a word, say, *awl*, and if the child spells *all*, the teacher says, *No*, and gives it to the next. This wrong is prevented when the words are kept together, and defined as in the Common School Speller, p. 188. Other books have a similar class, but then these words are found in the other lessons also. In the specimen lessons previously given, they are all marked by an asterisk (\*).

all	brute	flea	here	lye	prey	sight
arc	bye	flue	high	maid	read	stare
ark	cane	forth	hight	maiz	reek	tear
baize	ceil	four	hoard	mead	right	through
bait	cere	goar	hoarse	mewl	road	to
bale	coarse	grease	hole	mule	roll	two
beach	course	great	whole	nose	rough	toe
bear	cote	gross	isle	one	rude	toll
beet	creak	hail	knight	peace	rum	ton
bier	deer	hair	laid	peck	rhomb	vale
blew	dough	hall	lead	pear	saw	wave
blue	ear	haul	leaf	pole	sea	wear
boar	eye	hay	lief	poll	seen	
born	fair	heal	leak	praise	seiz	
borne	feat	heel				

The *fourth* claim of the Common School Speller is, that it teaches the true pronunciation of English words, and effectually, without defacing the words by means of keys, accents, and other marks, which must be resorted to when the words are in confusion.

Now, it is well known to every teacher, that children rarely

make any use of the marks and keys used in their books, and not one teacher in fifty thinks it an object to explain such things to his pupils. But, if these things *could* be explained and used, the probability is, that the pupil would not be benefited, since the words in the spelling book, being marked, would be unlike those in his reading books ; and, after losing his crutches, and not till then, he would have to begin to learn to go alone. This remark is also true of *readers*, who have been taught from books full of characters to mark the emphasis, inflections, and other points of good reading ; they are generally any thing but natural and impressive readers. The true method seems to be, to explain what is to be read until it is understood, and then to teach the reading by example, if the pupil needs any more aid than the meaning of the passage and the object of the writer.

The Common School Speller is admirably fitted for a reading book. There are other books which pretend to give the elementary sounds, and a few select words to illustrate them ; but no book has such complete tables, to which the teacher can refer his pupils, and require them to practise until the sound is familiar and habitual. A little attention to the Index enables the teacher to find any word almost as easily as in a dictionary ; and when it is found, unlike the words of a dictionary, it is in company with all the words that have the same characteristics, or bear any resemblance to it.

The last claim that will be mentioned is the fact, that the author of the Common School Speller has prepared another book adapted to the Speller, and containing writing lessons suited to impress the orthography of words upon the mind. The careful and competent teacher will always require the words of a spelling book to be written, and he can require the pupil not only to write every word, but to connect a sentence with it ; but still, a book with sentences so prepared that the child can write them, and have the full benefit of the exercise, without requiring the constant care of the teacher, enables the latter to employ his time and exertions where they are more necessary, and keeps the pupils usefully employed when they would be idle or in mischief. The advantage of such sentences, in which the words are correctly used or well defined, as such lessons as have been given from the "Defining of Sanders and Town, must be apparent.

THE COMPANION TO THE SPELLING Book, as it is called, is nearly what Murray's Exercises are to his Grammar ; the sentences may be written by young children, and are suitable for the oldest, they essentially aid the child in the art of composition. Either book can be used separately ; but, together, it is believed that they are the best correct orthography that has ever been prepared

# FOWLE'S SCHOOL BOOKS.

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